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ABSTRACT

These supplemental teaching resources promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade, and offer a variety of concrete, visual activities to help young children understand how life begins for all living things. The format of each lesson is designed to help classroom and daycare center teachers introduce children to different kinds of plant and animal babies, laying the foundation for future lessons about human reproduction. Reproducible masters for student activity sheets and teacher patterns, and suggestions for integrating the activities into art, science, math, and other areas of the primary curriculum, are found at the end of each lesson. Activities include creation of eggshell gardens, collages, mobiles, biographies, and other hands-on projects as children learn: (1) all living things begin as babies; (2) all living things make more babies (reproduce); (3) some babies begin life from a seed (plants); (4) some babies begin life from an egg; (5) baby seeds grow into flowering plants; (6) every baby is unique; and (7) babies need special care to grow strong and healthy. A discussion of the beginning of human reproduction and babies is optional contingent upon the school district's family life education policy. (LL)

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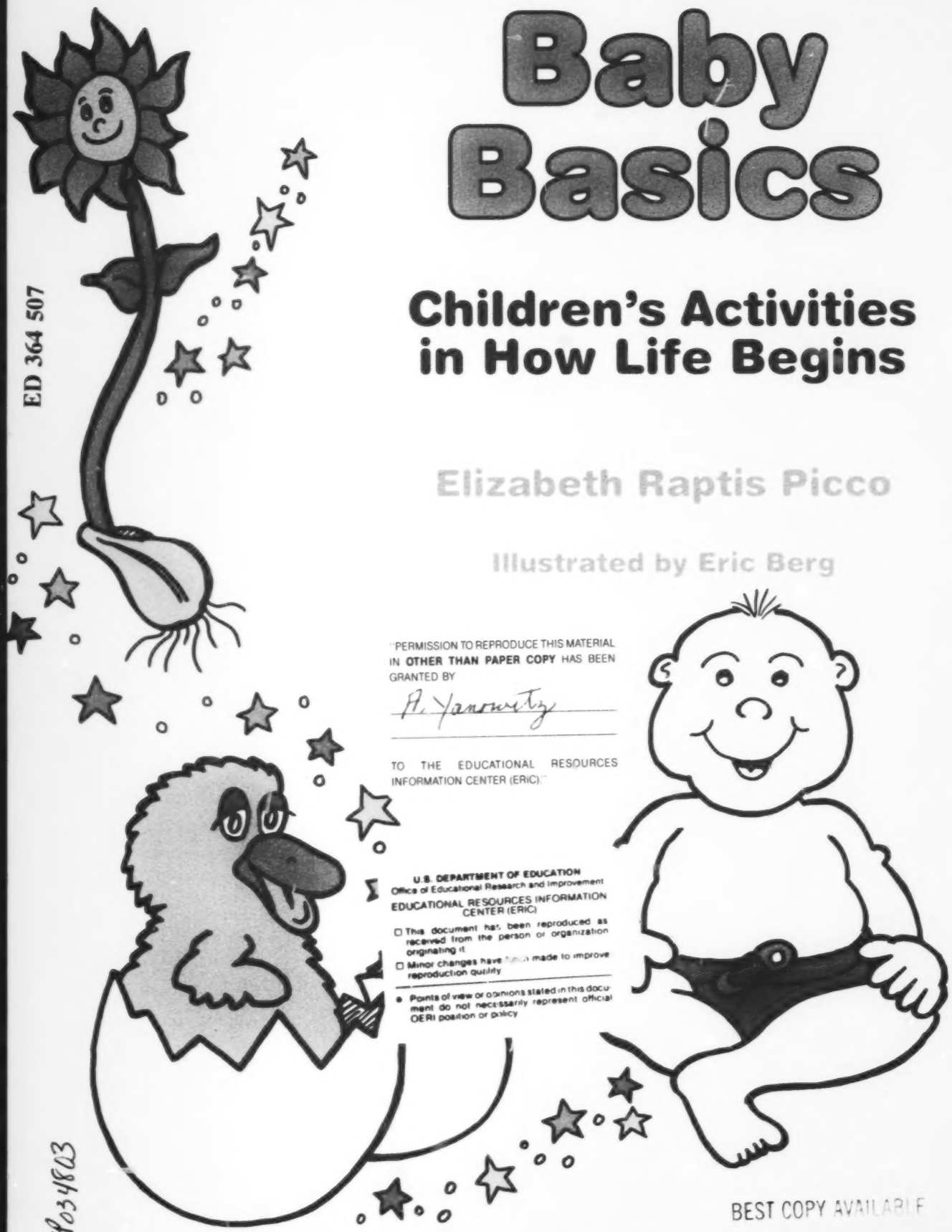
Baby Basics

Children's Activities in How Life Begins

Elizabeth Raptis Picco

Illustrated by Eric Berg



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ETR Associates
Santa Cruz, California
1993

About ETR Associates

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality publishing, training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

About the Author

Elizabeth Raptis Picco is a freelance writer and producer of health education materials. She has worked in bilingual and special education as an elementary teacher, resource specialist and migrant project coordinator. Ms. Raptis Picco worked as an associate editor at McGraw-Hill, Inc. and was project coordinator and trainer for ETR Associates' Family Life Education Training Program. As a freelance consultant, she has developed abstinence pamphlets, curricula and phototabloids for ETR Associates and is currently assisting in the production of a training video about the Postponing Sexual Involvement Curriculum for the Office of Family Planning. In addition to her current freelance activities, Ms. Raptis Picco is at work on her first novel.

About the Activity Series

This is just one of many titles in the creative **Children's Activity Series** from ETR Associates. Each fun-filled activity book has a companion poster, available in bulk quantities, to reinforce its important health message. Color them in! Hang them up! Send them home! These resource books and posters are designed to help you build students' health skills in school *and* at home! For more information and a free catalog, call toll-free 1-800-321-4407.

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Series Introduction

The **Children's Activity Series** promotes awareness about health, family life and cultural diversity for children in kindergarten through third grade. Each book focuses on a topic that can be difficult for elementary school teachers to address. Activities have been specifically designed to help children grow into adults who:

- feel good about themselves;
- interact with others;
- choose a healthful lifestyle;
- avoid tobacco, alcohol and other drugs;
- are open to the diversity of our world and its cultures; and
- contribute in a responsible way to society.

The books in this series are written to enhance an established curriculum, rather than to serve as the curriculum. They offer ideas for hands-on activities for teachers to integrate into the primary-level curriculum. Teachers can use the various interactive and lively activities as-is or adapt them to meet the needs of their specific situations.

The format of each activity is designed to help teachers easily prepare for the busy hands-on work. The **Get Ready, Get Set...** section outlines any advance preparation needed to conduct the activity. All items for student use are clearly identified in the **Materials for Children** section. The steps for the process of the activity are detailed in the **Here We Go!** section. Reproducible masters for student activity sheets and teacher patterns are found at the end of the activity.

The books in the **Children's Activity Series** are developed by authors familiar with both the content and process appropriate for primary school students in specific topic areas. And most importantly, the activities have been tested with children and have proven to be both educational and FUN.

Author's Introduction

While children in the very early grades may not be ready to explore the concept of human reproduction in a classroom setting, the time when they will be ready is just around the corner. It's not too soon to lay the foundations for a healthy learning experience by introducing them to a few basic concepts about how life begins.

Children's interest in their own sexuality and that of other living things begins to form at an early age. Their ideas and attitudes are shaped from the major influences in their lives. Children observe how the adults in their lives interact, express love and take care of their own bodies; they absorb messages about sexuality daily from television, movies, advertisements and music; and they interact and exchange information with their peers and friends.

Children learn a great deal from these major influences. Unfortunately, the messages they hear and see may not always be positive or accurate. In addition, children face decisions and need information about sexuality at an earlier age every year. Sexual abuse, pregnancy and sexually transmitted disease, including HIV/AIDS, are recognized as major problems among teens in our society. Again, the messages are not positive ones.

I hope that the activities in this book will help children begin to develop a positive outlook and healthy respect for all living things. This book is for teachers of children in kindergarten through third grade. The activities are designed to provide children with information about the rudiments of reproduction so that teachers in later grades will have a foundation on which to present more explicit information.

There are several basic themes woven throughout: all living things begin as babies; babies are special; babies come from eggs; babies come from seeds; all living things reproduce (make more); each baby is unique; and babies need special things to grow strong and healthy, such as care and attention, food, light, water, warmth and a safe and special place to grow.

The concepts build on each other and can be used sequentially. But individual concepts can also stand alone. Each concept focuses on one of the basic themes and touches on the others, providing either an introduction or a review.

Out of respect for parents as the primary sex educators of their children at this age, few of the concepts present more than very general information about the reproduction process. You will be the best judge of how to work with parents in presenting the concepts to children.

Many of the activities involve parents in some way, such as asking them to collect eggshells for the eggshell gardens in Concept 1 and requesting information to help children write a "Beginning as a Baby" book in Concept 7. Concept 6, which discusses the special place where human babies grow (the uterus), is optional. You will want to check your district's family life education curriculum and policy before presenting this concept.

Elizabeth Rapoza Rico

1 Beginning with Babies

Purpose

To help children understand that all living things begin life as babies.

In a Nutshell

Children plant eggshell gardens to observe the beginning of a seedling's life. Children then cut out pictures of three different babies and match them to pictures of the adults they grow into.

Get Ready, Get Set...

- Prepare four or five sample eggshell gardens a few days ahead of time so the seeds will have sprouted by the time students observe them.
- Gather materials for eggshell gardens: empty and clean halved eggshells, cotton balls, birdseed, spray bottle with water.
- For younger children prepare small strips of masking tape with their names to identify their eggshell gardens.
- Prepare word cards using *New Words*.
- Gather materials for children and copy activity sheet for each child.

Note to teacher: You may want to ask the children to help you collect eggshells from home.

Materials for Children

- ★ Beginning with Babies activity sheet
- ★ scissors
- ★ glue or paste
- ★ felt-tip pen
- ★ masking tape
- ★ eggshell halves
- ★ cotton balls
- ☆ birdseed
- ★ spray bottle with water

Here We Go!

1. Ask children if they know what *beginning* means. Tell them a beginning means the start of something new. Tell them that all living things have a beginning. Every living thing begins its life as a baby.

   Different kinds of babies begin life in different ways. A plant begins its life as a baby when it sprouts out of a seed. The baby plants that sprout out of seeds are called "seedlings."

   Have a short discussion about seedlings. Perhaps children have seen seedlings in gardens at home or in a park. Seedlings from wild plants and flowers can start anywhere—in a field, along sidewalks or in the schoolyard. Tell children to look very closely in these places for different kinds of baby seedlings.

   Tell children that some animals begin their lives when they hatch from an egg. Baby ducks hatchfrom an egg. Baby ducks are called "ducklings."

   Humans begin their lives as babies when they leave their mothers' bodies.

A baby is born when it leaves the mother's body. A baby is born into a family. A family may have one or many babies. Every family is different.

2. Pass out the **Beginning with Babies** activity sheet. Have children cut out the pictures of the different kinds of babies along with their names and paste each one on the correct sentence. When children have completed the activity sheet, discuss each sentence with them.

3. Divide the class into groups of two or three. Pass out a sample eggshell garden to each group. Have children take turns looking at it and observing it carefully. Tell children that this is one way that living things begin life. The seed babies in the eggshell are seedlings. They begin their lives by sprouting from seeds.

4. Tell children they are going to make eggshell gardens of their own. They will be able to see their seedlings sprout and begin their lives. Tell children that it will take two or three days for a seed to begin its life as a seedling.

Pass out eggshells, cotton balls and birdseed to each group. Have children carefully write their names on masking tape and put the tape on the eggshell. Have them place two or three cotton balls inside the eggshell, depending on its size.

Tell children that all living things need a safe place to begin life as a baby. Baby plants may begin their lives in different kinds of gardens and other places. In a safe place, the baby seedlings can grow big and strong.

Have children sprinkle a few birdseeds on top of the cotton balls. Pass around the spray bottle and have them carefully spray the seeds with water. Tell children that plants need water to begin life as a baby. All babies need some kind of food or water to grow healthy and strong.

Have children place the eggshell gardens by a window or in a place where there is indirect light. Tell them that baby seedlings need to have sunlight to grow strong. The seedlings get nourishment from the sun.

Plan to have children check their eggshell gardens every day. You might ask children to draw what is happening.

5. Lead the children to conclude that all living things have a beginning, that living things begin life as babies, and that there are many different kinds of babies.

New Words

baby, beginning, birth, born, care, duckling, eggshell, hatch, nourishment, seedling, sprout

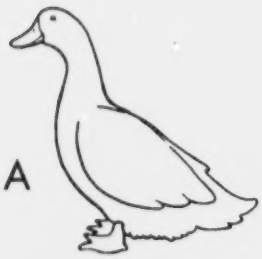
Where It Fits

health, language arts, science

Beginning with Babies

1. A begins its life as a

(seedling)

2. A  begins its life as a

(duckling)

3. A begins its life as a

(baby)

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2 Puppies, Piglets and Bunnies

Purpose

To help children understand that all living things make more babies (reproduce) and that there are many different kinds of babies.

In a Nutshell

Children learn about different kinds of babies. Then they cut out pictures of babies and make a collage.

Get Ready, Get Set...

- Gather magazines for collages. Choose magazines that regularly include photographs of animals, insects, reptiles, plants and babies. Be sure the magazines include human babies from a variety of ethnic groups.
- Prepare word cards using *New Words*.
- Gather materials for children and copy activity sheet for each child.

Materials for Children

- ★ Baby Collage activity sheet
- ★ magazines
- ★ scissors
- ★ glue or paste

Here We Go!

1. Tell children that all living things start as babies, grow and then make more babies. This is called "reproduction."

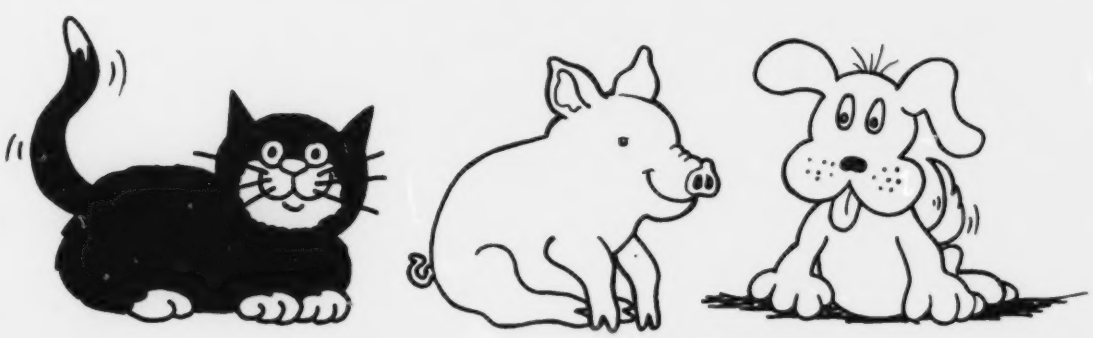
   Tell them that reproduction means to make more. All living things make more of the same thing. All of the new living things begin their lives as babies.

   There are many different kinds of babies. Dogs make more puppies, pigs make more piglets, cats make more kittens, kangaroos make more joeys, seeds make more seedlings, rabbits make more bunnies, lions and bears make more cubs, cows make more calves, seals make more pups, ducks make more ducklings and geese make more goslings. Ask children if they know of other names for different kinds of babies.

   Have a discussion about differences. Dogs are different from cats are different from fish, and so on. Talk about differences within these different types of living things—different colors, sizes and types of dogs, cats, fish, goats, and so on. Use animals that the children in your class might be familiar with.

   Talk about different kinds of plants—trees, flowers, vegetables. Discuss the different kinds of flowers, vegetables, trees, and so on.

   Tell children that every single living thing is special and unique, that no two living things are ever exactly



alike. This is true for humans as well. Talk about human differences like hair, size, color, and so on.

Explain that there are many different ways for babies to begin. Some babies, such as plants, flowers and fruit, come from seeds. Other babies, such as chickens, frogs and spiders, come from eggs. Human babies come from an egg in the mother's body.

2. Tell the children that some living things make only one baby at a time. A cow has one calf, a bear has one cub, a horse has one foal.

   Some living things make more than one baby at a time. Some have a "litter," which means two or more. Dogs have a litter of puppies and cats have a litter of kittens.

   Fish, turtles, birds, spiders and insects all make more than ten babies at a time.

   Human mothers usually make one baby at a time. Sometimes human mothers have two babies at a time. They are called twins. Three babies at a time are called triplets. Four babies at a time are called quadruplets.

   All babies have a family. A family can have one or more babies. All families are different. Talk about the different kinds of families of the children in the class.

3. Divide the class into groups of two or three. Pass out the **Baby Collage** activity sheet, magazines, scissors, and glue or paste to each group. Tell the children that they are going to make a collage. Explain that a collage is a big picture made of many smaller pictures of different things.

Have them begin looking through the magazines for pictures of different kinds of babies. Encourage them to look for babies that come from seeds, such as plants, fruit or trees, and babies that come from eggs, such as birds, spiders, worms or fish. Have them look for all kinds of babies beginning their lives: puppies, kittens, human babies, seedlings, pups, cubs. Tell them to cut out each picture they find of a baby.

Have children place all the pictures in the collage frame on their activity sheets. Tell them to make sure that they have enough pictures to fill the collage frame. Then have them glue each picture on the activity sheet. Remind children that a collage has to be covered up completely. Have them glue the pictures close together.

When the collages are completed have the children post them in the classroom. Ask the children to talk about their collages and all the different kinds of babies they found.

Note to teacher: Older children may write short stories or poems describing their collages.

4. Lead the children to conclude that all living things reproduce and make more babies. Tell them that all living things begin their lives as babies. Some babies come from eggs and some from seeds. Tell children that there are many different kinds of babies, and that each baby is unique and special.

New Words

calves, collage, cubs, goslings, joeys, litter, piglets, pups, quadruplets, reproduction, special, triplets, twins, unique

Where It Fits

health, language arts, science

More Ideas

Older children could make separate collages—one for egg babies, one for seedlings and one for live births.

Baby Collage

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3 I Come from a Seed

Purpose

To help children understand that some babies begin life from a seed. These are plant babies.

In a Nutshell

Children identify different kinds of living things that come from seeds. They examine an assortment of seeds using a magnifying glass. They make seed mosaics of flowers, plants or trees.

Get Ready, Get Set...

- Gather a blooming sunflower (or a picture of one) and a handful of sunflower seeds from a health food or feed store.
- Gather fresh flowers from your area, if they are in season. Bring in one or two fresh vegetables and one piece of fruit to use as examples when you talk to the children about plants that come from seeds. If you don't have access to fresh vegetables, fruit or flowers, seed packets are a good way to find pictures of many different kinds of plants.
- Gather materials for children and copy activity sheet for each child.

Materials for Children

★ small, plastic magnifying glass
★ Seed Mosaics activity sheet
★ two cups of colorful seeds per child, different sizes and shapes
★ glue or paste

Here We Go!

1. Tell children that some babies begin their lives as seeds. These seed babies are called "seedlings." Seedlings grow into plants and flowers.

   There are many kinds of seeds. Some seeds grow and become flowering plants like roses, sunflowers, daisies, snapdragons, sweet peas and lilies. Ask children for examples of other flowers that begin their lives as seed babies. Show different kinds of flower seed packages to illustrate the many kinds of flowers.

   If there are flowers in bloom in your area when you do this lesson, bring in a mixed bouquet and name the different kinds of flowers for the children. Repeat that all these flowers started as seed babies.

   Explain to children that some seeds grow and become vegetable plants like pumpkins, cucumbers, lettuce, radishes, peas, beets and turnips. Ask children for examples of other vegetables and trees that begin life as seed babies. Show different kinds of vegetable seed packages.

   If possible, bring in a fresh vegetable or two. Repeat that these vegetables began their lives as seeds.

   Explain to children that some seeds grow and become fruit trees or plants like oranges, apples, lemons, watermelon, plums and peaches. Ask children for examples of other fruit that begin life as seed babies. Show pictures or examples of fruit if you have them.

   If you bring a fresh apple, orange, grape, etc., cut the fruit open to show the seeds inside. Explain that these seeds, if planted and treated with care, will make more seedlings.

   Stress the differences in the size, shapes, colors and types of seeds. Compare the seedlings to animal and human babies.

2. Show children a sunflower seed. Tell them that a sunflower seed begins its life inside a cover. The seed is a special place that protects the seed baby while it grows.

   Explain that a seed baby needs some things to help it grow healthy and strong. One thing is soil. Ask children if they know what soil is and what it does. Tell them there's a special kind of food in soil that helps the seed baby grow into a strong, healthy plant.

   Another thing the seed baby needs is water. Explain that the water helps the seed baby grow by giving it moisture.

   The seed baby also needs sunshine. Sunshine gives the seed baby warmth and energy to help it grow.

   Another very important thing that seed babies need is care. Tell children that care means to look after something or someone, to keep it safe. Care helps the seed baby grow strong and healthy just like it helps human babies.

   All babies need care because they are too young and small to take care of themselves. So they need someone bigger to take good care of them. Ask if children can think of something they have cared for. This could be a pet, a doll, a baby sister or brother, or a

friend. If children have participated in the egg garden activity (Concept 1), they cared for the seeds in their egg gardens.

Care can mean to feed, bathe, dress, protect and love someone or something. Discuss some of the ways people who are bigger than children take care of them.

Show children a blooming sunflower (or a picture of one). Tell them that the seed babies in the sunflower grow into strong and healthy plants when they have a safe place to grow, enough food and water, and lots of care.

Explain that seeds are the sunflower's way to *reproduce*. Ask children if they know what reproduce means. Tell them that reproduce means to make more of the same living thing. Cows make more calves; humans make more babies; dogs make more puppies; flowers make more seedlings; frogs make more tadpoles; chickens make more chicks; horses make more foals.

If children have participated in the reproduction activity (Concept 2), remind them that all living things, such as plants, people, animals, insects, reptiles, fish and amphibians, make more of the same thing. These new living things begin as babies. Tell them that the sunflower seed baby grows into a sunflower and makes more seed babies. Discuss this concept as necessary and appropriate.

3. Pass out one sunflower seed to each child. Tell children to look at the seed closely. Then pass out a magnifying glass to each child. Ask children if they know what a *magnifying glass* is and does. Tell them that a magnifying glass helps to make small things look larger and helps us to see them more closely.

Demonstrate how to hold the magnifying glass over the seed. Have children look closely at the seed baby. Ask them to describe the seed. What color is it? What is its shape?

4. Divide the class into groups of two or three. Pass out the **Seed Mosaics** activity sheet, seeds, and paste or glue. Tell the children they are going to make seed mosaics.

   Explain that a mosaic is a picture of something, but that the picture is not made with crayons or water colors. Instead the picture may be made with small pieces of stones, tiles, ceramics, pasta shapes, pebbles, rice or grains.

   Children are going to use seeds to make their mosaics. Tell them to glue their seeds to the picture one at a time and to put the seeds close together. When children have completed their mosaics post the mosaics in the classroom.

5. Lead the children to conclude that a baby seed is one way a living thing may begin its life. Tell them that a seed will grow into a plant that will make more seeds. Tell them that all living things, including humans, make babies.

New Words

amphibians, cover, flowers, insects, magnifying glass, mosaic, reptiles, soil, vegetables

Where it Fits

health, language arts, science

More Ideas

Older children might draw their own pictures for the mosaic.

Seed Mosaics

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4 I Come from an Egg

Purpose

To help children understand that some babies begin life from an egg.

In a Nutshell

Children identify different kinds of living things that come from an egg by solving riddles. Each child makes and decorates an egg babies mobile.

Get Ready, Get Set...

- Prepare eggs for the egg babies mobiles. See the **Egg Pattern** teacher page.
- Gather materials for egg babies mobiles: glue, scissors, string or yarn, crayons. Prepare an egg babies mobile ahead of time to show children before they begin the activity.
- Gather materials for children and copy activity sheet for each child.

Materials for Children

★ Egg Babies activity sheet
★ scissors
★ one or two small hole punches
★ string or yarn, 7 pieces (1 ft. long) for each child
★ construction paper
★ crayons or colored pencils

Here We Go!

1. Explain to children that some babies begin their lives inside an egg. The egg is like a shelter, a special safe place that is warm and protects the egg baby. Tell them that many different living things begin life from an egg. Ducks and chickens come from an egg. Other living things that come from an egg are fish, turtles, birds, bees, seahorses, worms and alligators.

Explain to children that egg babies need some things to help them grow healthy and strong. An egg baby needs to be warm. The egg keeps the baby warm and safe inside until it grows big and strong enough to go outside and live.

Another important thing that egg babies need is care. Inside the egg the baby is very tiny. It is too tiny to take care of itself. The mother or father watches the egg and protects it, to make sure it stays safe. Sometimes the mother sits carefully on the egg to keep it warm while the baby inside grows healthy and strong enough to live outside the egg.

Ask the children how many of them have pets. Ask how many have babies in their families. Can a dog open its own can of dog food, or get itself a dish of water? Can the baby give itself a bath or change its own diaper? Caring for a pet or baby who can't take care of itself is very important.

Explain that good care helps the egg baby grow strong and healthy just like it helps human babies.

2. Use the following riddles to talk about the many different living things that come from an egg:

   Question: I live in water. I have fins. I come from an egg. What am I?

   Answer: A fish (also called a vertebrate).

   Question: I have eight legs. I spin a web. I come from an egg. What am I?

   Answer: A spider (also called an arachnid).

   Question: I shed my skin. I have no legs. I come from an egg. What am I?

   Answer: A snake (also called a reptile).

   Question: I can live on land or water. I have webbed feet. I can leap. I come from an egg. What am I?

   Answer: A frog (also called an amphibian).

   Question: I have wings. I have six legs. I make a buzzing sound. I come from an egg. What am I?

   Answer: A wasp (also called an insect).

   Question: I am a good swimmer. I have waterproof feathers and webbed feet. I come from an egg. What am I?

   Answer: A duck (also called a bird).

   Help older children make up their own egg baby riddles, using as many different kinds of living things that come from an egg as the class can think of.

3. Lizards, eels, caterpillars, hummingbirds, ostriches, salmon, roosters and shrimp are a few other babies that come from an egg. Ask children for examples of other babies that come from an egg.

   Tell them that all egg babies will grow older and make more egg babies. If children have already participated in the reproduction activity (Concept 2) and the seed activity (Concept 3), remind them that all living things reproduce.

   Explain to children that egg babies will grow and reproduce. Remind them that to reproduce means to make more of the same living thing. Pigs make more pigs (piglets); humans make more humans (babies); dogs make more dogs (puppies); flowers make more flowers (seeds); lions make more lions (cubs); frogs make more frogs (tadpoles); chickens make more chickens (chicks).

4. Divide the class into groups of two or three. Tell them they are going to make egg babies mobiles. Show them the sample egg babies mobile that you have made before class.

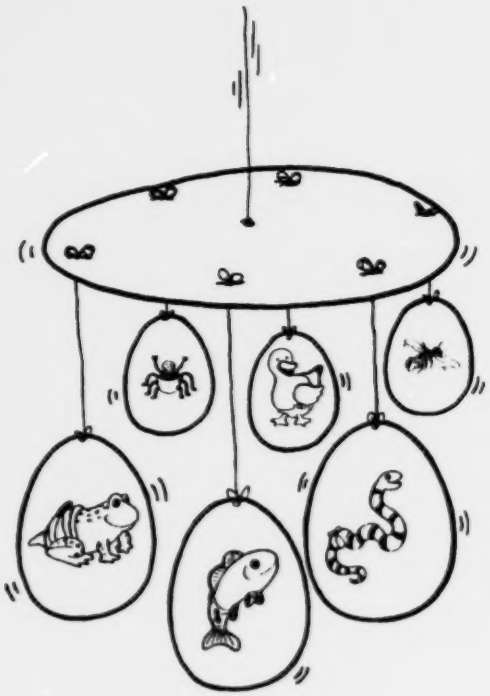
   Distribute an egg pattern to each child. Have children decorate the egg, using construction paper and crayons.

   Pass out the **Egg Babies** activity sheet, construction paper, crayons, scissors and pieces of yarn.

   Discuss the egg babies on the activity sheet: What are they called? Where do they live? How are they different? What do they all have in common? (They all come from an egg.) Have children color each egg baby. (Older children may design and create their own drawings for the egg babies mobile.)

Have children cut out their egg babies and punch out the hole marked on each egg baby with a small hole punch. Tell them to take care not to tear the egg babies.

Have children thread a piece of yarn through the hole in the center of the egg and tie a knot on the end. You may want to help younger children tie the knots. Have them tie a piece of yarn to the top of each egg baby. Then have them tie each egg baby to the edge of the egg.



When children have completed their mobiles, hang the mobiles around the classroom.

5. Lead the children to conclude that many different kinds of babies begin life from an egg. Hummingbirds, seahorses, fish, turtles, chickens, ostriches, alligators and spiders are some of the babies that begin life from an egg. Egg babies need to be cared for and protected to grow strong and healthy. Egg babies will grow and make more egg babies.

New Words

alligator, arachnid, hummingbird, insect, mobile, ostrich, seahorse, shelter, spider, vertebrate, warmth

Where It Fits

art, health, language arts, science

More Ideas

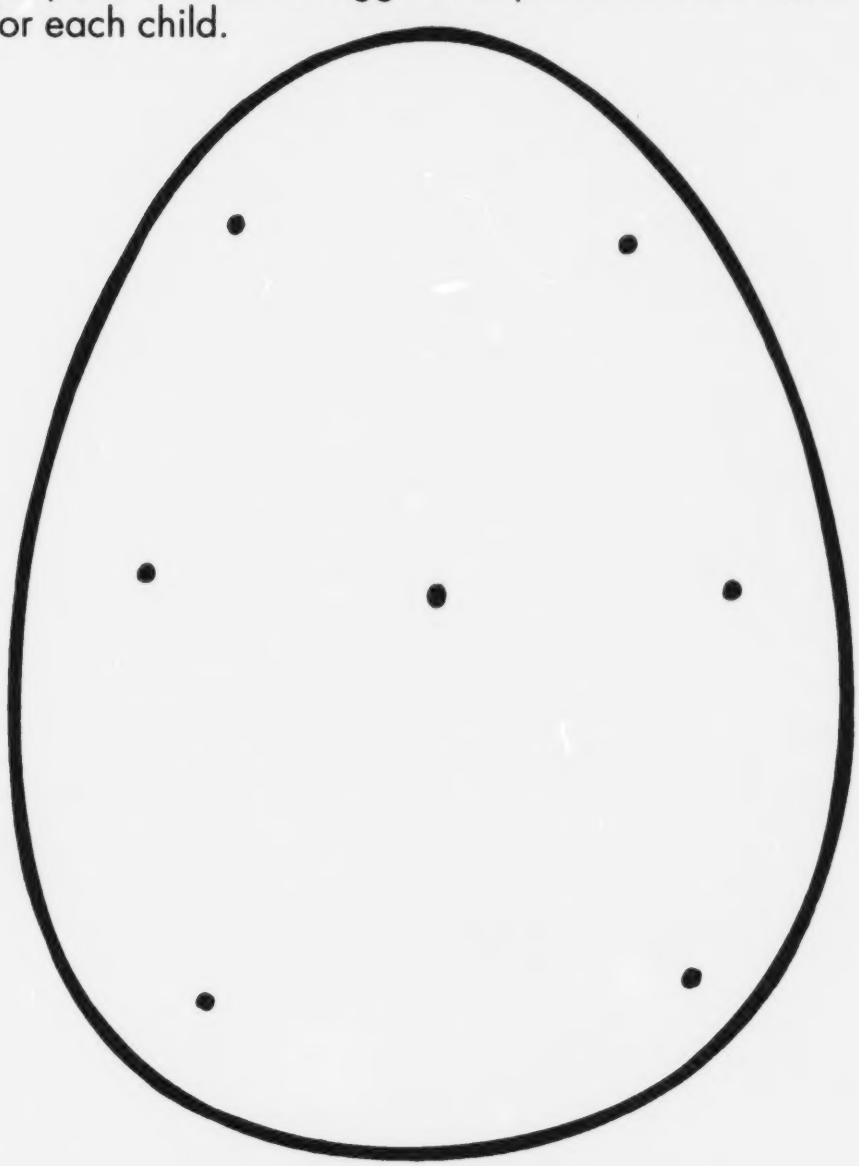
Collect eggs from different living things to show children. It is important to represent a variety of different living things that come from eggs. The school library or district media center may have resources available to assist you in gathering an assortment of egg samples or photographs of different living things that come from an egg.

Read *Chickens Aren't The Only Ones,* by Ruth Heller (Putnam, 1981).

Read *Horton Hatches the Egg,* by Dr. Seuss (Random House, 1940).

Egg Pattern

Use the pattern to cut an egg out of poster board. Make one egg for each child.



Punch holes in the egg as indicated. Children will hang their egg babies pictures from the edges of the egg with string or yarn. A piece of string or yarn is tied through the hole in the center to hang the mobile. Younger children may need help tying the knots and stringing the egg babies on the egg.

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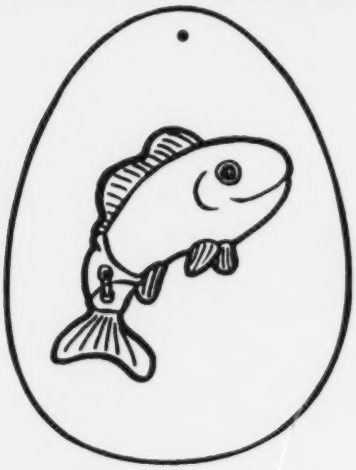
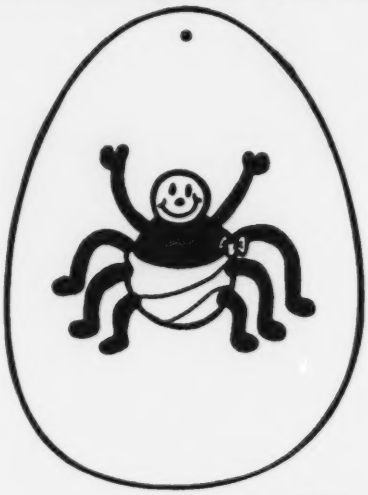
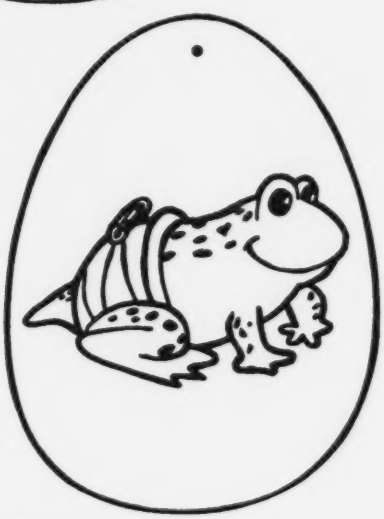
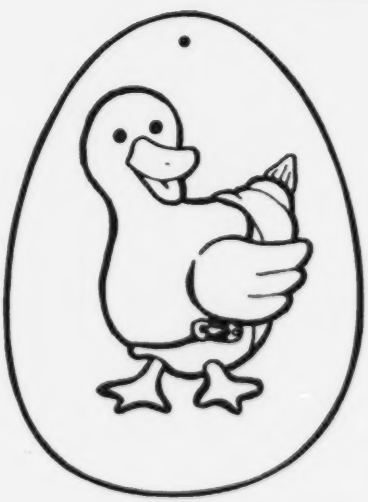
Egg Babies









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5 The Garden Game

Purpose

To help children think about how it feels to grow from a seed into a flowering plant.

In a Nutshell

Children participate in a creative movement exercise about how a baby seed grows into a flowering plant. Then they draw themselves as flowering plants.

Get Ready, Get Set...

- Review and practice reading **The Garden** with pauses and in a tone that will guide children through the creative movement exercise.
- Gather masking tape for The Garden Game. Outline the garden in masking tape ahead of time.
- Gather materials for children.

Materials for Children

★ drawing paper
★ crayons
★ watercolors
★ brushes
★ markers

Here We Go!

1. Tell children that they are going to play The Garden Game. Ask them if they know what a garden is and if they have a garden at home or know of someone who does. Tell them a garden is a place where baby seeds start their lives.

   Explain that many living things start their lives as seeds. Flowers, vegetables and fruit are living things that come from a seed. Help them think of examples of living things that come from a seed—tomatoes, peas, lettuce, roses, daisies, poppies, sunflowers, lilies, radishes, carrots, cabbage, spinach, melons, pears, apricots, plums, and so on.

   If children have already participated in the seed baby activity (Concept 3), remind them that each seed has a hard cover to protect it and keep it safe until it is strong enough to live without the cover.

   Have a discussion about seed babies. Tell children that a seed baby needs certain things to grow healthy and strong. One thing is soil. They probably know that soil is dirt. Tell them that soil also contains special food and vitamins that help the seed baby grow into a plant.

Another thing the seed baby needs is water. The water helps the seed baby grow by giving it moisture.

The seed baby also needs sunshine. Explain that the sunshine gives the seed baby warmth and energy to help it grow.

Another important thing that seed babies need is care. Explain that care means to look after something or someone. Care helps the seed baby grow strong and healthy.

Seed babies can get everything they need to grow in a garden. The person who takes care of seed babies in a garden is usually called a gardener. Ask children if anyone at their homes is a gardener. If children have participated in the egg garden activity (Concept 1) and planted and cared for an egg garden, they are all gardeners.

2. Have children brainstorm examples of flowering plants—roses, daisies, mums, lilies, begonias, gladiolus, birds of paradise, violets, succulents, cacti, poppies, squash, orchids, lavender, etc. If possible bring a bouquet of fresh flowers to show. Try to use examples that are native to your area. Ask children to think of the kind of flowering plant they would like to be.

   Tell them they are going to pretend they are seed babies in a garden. They will each grow into a flowering plant. Tell them to pretend you are the gardener who is going to care for them and help them grow.

Have children sit on the floor inside the large garden you have outlined in masking tape. Tell them to leave enough space between themselves so that they can move around and grow during The Garden Game. You may want to play soft, gentle music during the game.

Tell children you will be outside the garden because you are the gardener. As the gardener you will help them begin their lives as seed babies. Explain that the gardener will tell the baby seeds what to do, so they must listen very carefully. Tell them that they are free to move around quietly as long as they don't disturb the other plants in the garden.

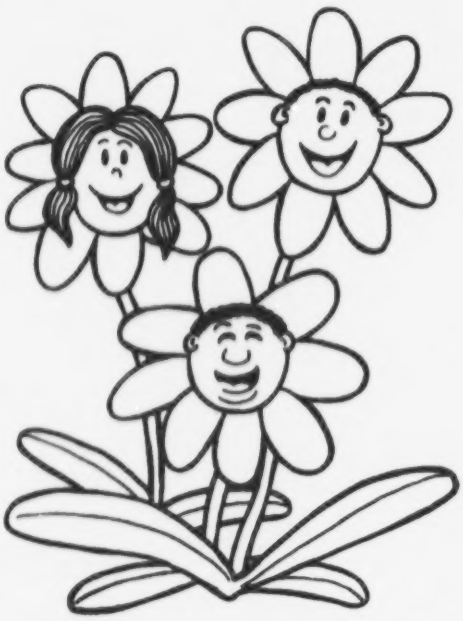
Ask children to close their eyes and keep them closed while you read. Have children take three slow, deep breaths to relax them and prepare them for The Garden Game. Ask them to sit with their arms and legs close to their bodies. Read **The Garden** slowly, in a soft voice.

3. When you have finished reading, tell children to slowly open their eyes. Discuss the story. Ask the children what it felt like to start as a baby seed, to sprout, to push through the soil, to grow towards the sun, to

grow tiny leaves, to get bigger and taller, to form a bud and to blossom.

Tell children to look around them and remember the place where they grew in the garden.

4. Divide the class into groups of two or three. Pass out drawing paper, crayons, watercolors, brushes and markers. Tell children they are going to draw themselves as flowering plants.



When they have completed their drawings, have children cut out their pictures and place them in the spot where they grew in the garden. Have children walk around the garden and enjoy the flowers.

Ask the children to talk about their drawings. Older children may write a poem or short story to accompany the drawing.

5. Lead the children to conclude that a baby seed can grow into a plant with the help of a gardener. The gardener cares for the baby seed by giving it soil and water and by planting the garden in a sunny place so that the baby seeds can grow into healthy and strong plants.

New Words

garden, gardener, moisture, petals, protect, soil, vitamins

Where It Fits

health, language arts, math, science

More Ideas

Read *Baby Beluga,* by Raffi (Crown Books, 1990) or *The Carrot Seed,* by Ruth Krauss (Harper, 1945).

The Garden

You are a tiny, round seed. You are surrounded by a hard cover that protects you. Feel the smooth, hard cover all around you. You are surrounded and protected by the warm, moist soil. Feel the warm blanket of soil all around you. The soil is being gently watered. Feel the water blend in with the warm soil. The soil and water will help you grow and sprout.

The hard cover that protects you starts to get soft. Feel the cover soften all around you. You become a tiny green sprout. You push to get out of the seed. Feel yourself pushing out of the seed, into the warm, moist soil.

You are a tiny green sprout. You grow longer and longer. You push up through the warm moist soil. Feel yourself pushing through the warm, moist soil. You push up out of the soil and into the sun. Feel the hot sun and the gentle breeze.

As you grow taller and healthier you start to form leaves. Tiny, soft, green leaves come out of your sides. Feel the leaves come out of your sides. The gentle breeze makes you move slowly from side to side. The hot sun and water help you grow taller and stronger.

You are a tall, healthy plant with many leaves. You are surrounded by other plants in a garden. A flower bud begins to form on your top. The tiny green flower bud grows bigger with the help of the sun and water. The bud slowly starts to open. Feel the bud slowly open. See the beautiful colored petals forming inside. Feel the sun on your petals. The bud opens and widens. You are a beautiful, colorful flower. With the other flowers, you make the garden look like a rainbow.

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6 Where Do Human Babies Grow?

Purpose

To help children understand the beginning of human reproduction.

In a Nutshell

Children discuss the beginning of human reproduction and babies. They hold, examine and pass around a balloon that represents the uterus. Then they make an egg jigsaw puzzle.

Note to teacher: This activity is optional. Be sure to check your district's family life education policy before implementing this activity.

Get Ready, Get Set...

- Gather materials for two model uteruses: two clear balloons, two marbles, a container with warm water.
- Prepare the uteruses ahead of time. Fill each balloon half way with water. Make sure the water is warm. Drop the marbles inside the balloons. Tie a knot at the end of each balloon.
- Gather materials for children and copy activity sheet for each child.

Note to teacher: You may want to make an egg jigsaw puzzle ahead of time to show to the children while you give out directions.

Materials for Children

- ★ Egg Jigsaw Puzzle activity sheet
- ★ crayons
- ★ markers
- ★ scissors
- ★ long white envelopes

Here We Go!

1. Have children sit in a large circle. Ask them where they think babies grow. Briefly discuss the children's beliefs. Explain that babies grow in a special safe place inside their mother's bodies, just like a flower begins its life inside a seed or a chicken begins its life inside an egg.

   Tell them that this special place inside the mother's body is warm and cozy. It is made especially to hold the baby. The special place is the *uterus*. Tell them that the baby starts from a tiny little egg that is already in the woman's body. Draw a dot on the chalkboard to illustrate the size of the egg.

   Note to teacher: Decide whether you will include the additional information about the beginning of a baby's life that is located at the end of the concept under Optional Information.

   Tell children that a human baby needs certain things in order to grow healthy and strong, just like a plant or animal. Ask them if they remember some of the special things seed babies and egg babies need to grow strong and healthy.

   Just like baby plants and animals, baby humans need food, water and a safe, warm place to grow. They will get food and water from the mother inside of the uterus. The uterus is a safe, warm place for the baby to grow.

2. Bring out the two balloons. Tell the children that a uterus looks something like these balloons. The marble is the tiny baby beginning its life. Explain that the uterus has a liquid inside of it that helps the baby stay warm and cozy. Tell them that the baby will usually grow inside the uterus for nine months until it is time to be born. Explain to them that a baby is born when it comes out of the uterus. The day a baby comes out of the mother's uterus is the baby's birthday.

   Pass one balloon to the left and one to the right of the large circle. Ask children to be gentle and careful while they hold the balloon. After each child has held the balloon, ask children to talk about what the balloon felt like.

3. Tell children that a baby is born into a family. Each family is different. A family usually begins with a mother and a father. The mother and the father reproduce and make a baby. A family can have one or more babies. Some people also have brothers and sisters, grandmothers and grandfathers, uncles and aunts, cousins, stepmothers and stepfathers, stepsisters and stepbrothers, foster parents, other family members and friends as part of their families. The important

thing about a family is that there are people in it to care for the babies. Ask children for examples of other people who may also be in a family.

4. Pass out the **Egg Jigsaw Puzzle** activity sheet, scissors, crayons and markers. Tell children they are going to make egg jigsaw puzzles. Tell them to draw or write something on the puzzle about the beginning of a baby's life. They might draw or write about the things a baby needs to grow healthy and strong, the special place where babies come from, egg babies, seed babies, families or themselves as babies.

   When the children have finished drawing their puzzles, have them cut the puzzle into its individual pieces. Tell them to cut along the lines and to be careful when cutting. They should have six pieces. Then have them shuffle the pieces and put the puzzle back together so that it forms an egg.

5. Pass out envelopes to children. Have them write their names on the envelopes. Then have them take their puzzles apart and put them in the envelopes. Ask children to switch or trade envelopes with someone sitting near them. (Give children time to trade their puzzles two or three different times.) Ask children to talk to each other about their puzzles.

6. Lead children to conclude that all babies need a special place to begin life. Tell them that plants begin life in a seed, some animals begin life in an egg and that humans begin life in an egg in their mothers' uteruses. All babies need shelter, food, water and care to grow healthy and strong.

New Words

penis, sperm, uterus, vagina

Where It Fits

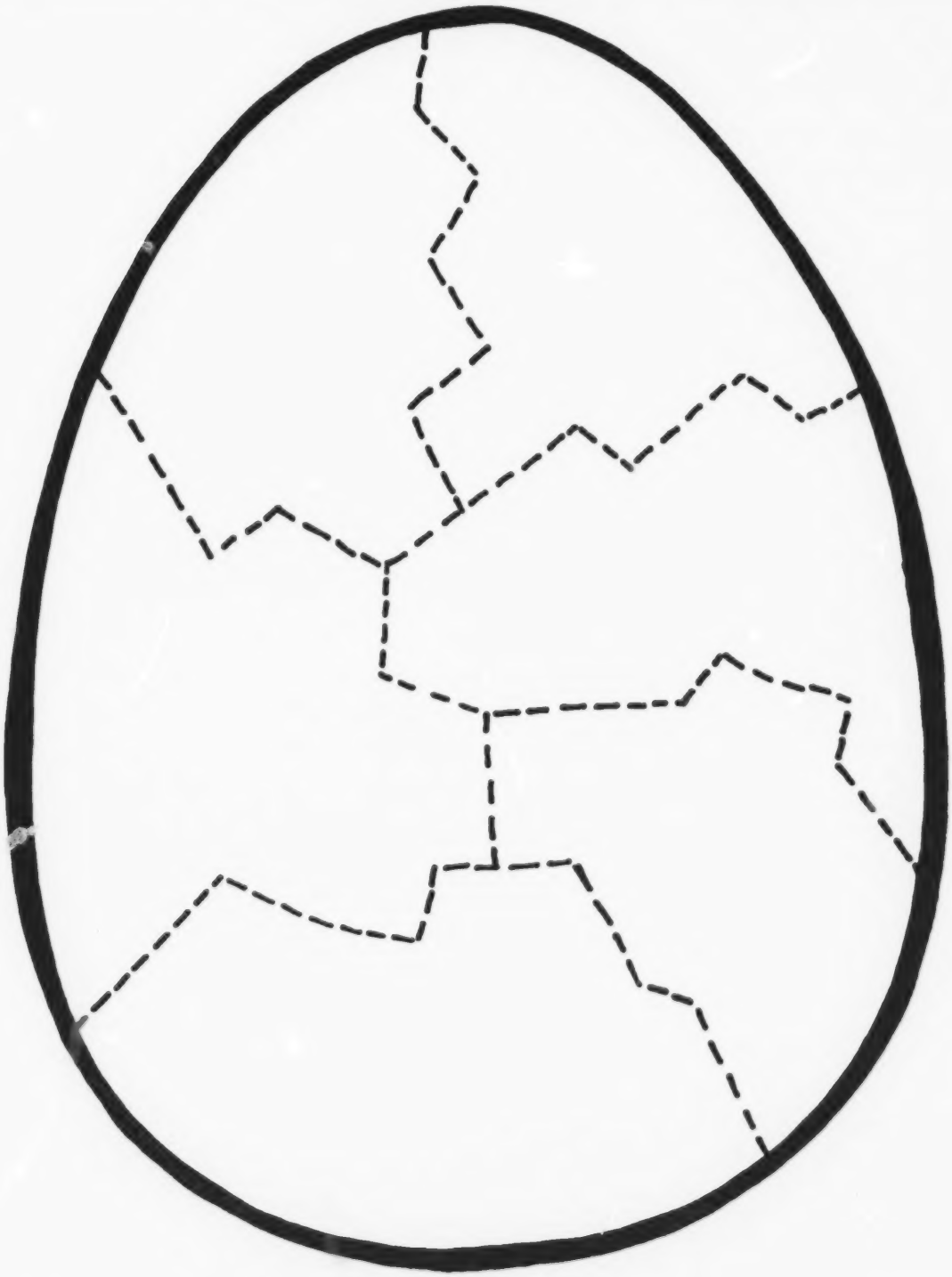
health, language arts, science

Optional Information

The woman needs help from a man to make a baby. The man has something special in his body called *sperm* that joins with the *egg* inside the woman's body. When the sperm joins the egg, the baby starts to grow.

The sperm has to leave the man's body and get inside the woman's body. The sperm leaves the man's body through an opening at the end of his *penis*. The sperm gets into the woman's body through an opening between her legs called the *vagina*. The man puts his penis into the woman's vagina and the sperm goes from his body into her body, where it can meet the egg.

Egg Jigsaw Puzzle



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7 How I Got to Be Me

Purpose

To help children begin to understand how they came to look as they do, and to help them recognize the unique and special characteristics they developed in the beginning as babies.

In a Nutshell

Children participate in a demonstration of the similarities and the unique characteristics of babies. They then complete a book about themselves as babies.

Get Ready, Get Set...

- Gather materials for children and copy activity sheets for each child.
- Cut the yarn for the baby book into pieces ahead of time.
- Send the **Uniquely Me** activity sheet home before the lesson to be completed by an adult family member and returned.

Materials for Children

- ★ Uniquely Me activity sheet
- ★ Beginning as a Baby activity sheet
- ★ blank paper, 4 or 5 sheets for each child
- ★ yarn, 3 pieces (6 in. long) for each child
- ★ crayons
- ★ glue or paste
- ★ scissors
- ★ a small hole punch

Here We Go!

1. Explain to the children that human babies begin their lives in a special place in the mother's body called the uterus. The baby is like a tiny egg inside the uterus.

   Ask children if they know what the word *characteristic* means. Tell them that a characteristic is something unique and special about the way a person looks.

   Explain that the tiny egg inside the uterus already has all the things or characteristics that will make the baby unique and special.

   The list of characteristics includes what kind of nose the baby will have; what color the baby's skin will be; if the baby will have freckles; whether the baby will have straight or curly hair; if the baby will be left or right handed, short or tall, see well, be colorblind, have allergies, have small or big bones, etc. Have a discussion about other characteristics that might be in the tiny egg.

   Every person has different characteristics. Even brothers and sisters have different characteristics. Tell children that only twins that come from the same egg will have the same characteristics, and even twins aren't exactly alike. Tell them that sometimes family members share characteristics and sometimes only one person in a family will have a certain characteristic. Every family is different.

2. Have children stand up if they have arms, knees, bellybuttons, heads, shoulders, feet, etc. Tell them that babies have these same body parts. The body parts may be different colors, sizes or shapes, but all babies have these body parts.

Have children stand up if they have straight hair. Tell them that straight hair is a characteristic of some children.

Have children stand up if they have a widow's peak, free earlobes, dimples on their cheeks, a birthmark, a clockwise hair whorl, brown, red or black hair, etc. While each group is standing, ask if anyone else in their families has this same characteristic.

Have children stand and demonstrate if they can roll their tongues (ability to hold tongue in a U-shape); fold their tongues (ability to bend the tip back sharply without touching the teeth); or are double jointed. Have children demonstrate other characteristics so that each child gets a chance to participate.

3. Tell children that each one of them has their own unique list of characteristics. Ask them if they know that out of all the snowflakes in the world, no two snowflakes are exactly alike. No two children are exactly alike, either. Each child is unique.

   Have a discussion about what unique means. Ask children to close their eyes and try to imagine what the classroom would be like if all the children were exactly alike in every way. A classroom full of children who were alike in every way wouldn't be very interesting. But a classroom full of unique children is very interesting.

Tell children they are going to celebrate their uniqueness by making a Beginning as a Baby book. Their **Uniquely Me** activity sheets will be the first page in their books. Talk about some of the things that might go into their books that will make the books uniquely their own.

The book might include a photograph (or a drawing) of themselves as a baby. It might include their baby fingerprints or footprints. If they had a favorite toy, they might want to draw a picture of it for the book. What was their favorite baby food? Their least favorite baby food? What was their first word?

Divide the class into groups of three or four. Pass out the **Beginning as a Baby** activity sheet, blank paper, scissors, glue, crayons and yarn. Tell children that the activity sheet will be the cover for the book.

Note to teacher: You may wish to have children glue the activity sheet to construction paper and then cover it with clear contact paper to make a "laminated" cover for the book. They may also "laminate" a plain piece of construction paper to make a back cover.

Have children put the completed **Uniquely Me** activity sheet into their books. Then have them add four or five more sheets of paper to the book. Help the children punch three holes along the left edge of the book. Then have them tie yarn through the holes.

5. Have children decorate the covers of their baby books. Encourage them to have fun drawing themselves as babies. Next have them begin drawing, writing, and gathering and gluing on unique things that will make the Beginning as a Baby book especially theirs. Encourage children to continue gathering and adding things to their books in the days to follow. Have children trade books with their classmates. Talk about ways the books are different. How are they the same?

6. Lead children to conclude that they are unique and special. Tell them that a baby begins its life as a tiny egg and that each egg has a unique list of characteristics. The unique list makes different kinds of babies. No one else in the world is exactly like them. Not even twins are exactly the same.

New Words

characteristic, dimple, fingerprint, footprint, interesting

Where It Fits

health, language arts, science

More Ideas

To reinforce their uniqueness have children study prints of their fingers, hands, thumbs, toes or feet and compare them to their classmates' prints. Use stamp pads and ink to take the prints. Make sure soapy paper towels are available to wipe the body parts clean afterwards. Pass out magnifying glasses and have children study their prints. Have children pair up with partners and compare their prints.

Beginning as a Baby

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Uniquely Me

Dear Adult:

We are studying ways each baby is unique and unlike any other. Please help _____ complete the following information to include in a baby book project we will be completing.

My name is _____.

My birthday is _____.

My favorite baby toy was _____.

My first word was _____.

I liked to eat _____.

I did not like to eat _____.

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8 Babies Are Special!

Purpose

To help children celebrate the ways in which babies are special.

In a Nutshell

Children celebrate how special babies are by making a mural. They then take turns talking about what they have included in the mural.

Get Ready, Get Set...

- Prepare a 4-ft. piece of newsprint or butcher paper for each group of two or three children.
- Gather materials for children.

Materials for Children

- ★ newsprint or butcher paper
- ★ paints
- ★ watercolors
- ★ crayons
- ★ brushes
- ★ scissors
- ★ magazines
- ★ construction paper
- ★ seeds, grains, pasta shapes, dry cereal, coffee beans, seashells, etc.
- ★ glue or paste

Here We Go!

1. Remind children that all living things have a beginning. All living things begin life as a baby. Tell them that babies are very special. To honor how special babies are, they are going to make a mural in celebration of babies. Some babies come from an egg and some come from a seed. Remind children that there are many different kinds of babies.

   Ask children to name some of the babies that begin life from a seed. Fruit, flowers, trees and vegetables are some of the living things that begin life from a seed. Explain that seed babies will grow and make more seeds.

   Many different kinds of living things begin life from an egg. Discuss the different living things that start life from an egg. Birds, fish, turtles, insects and spiders are some of the babies that begin life from an egg. Explain that egg babies will grow and make more egg babies.

   Both egg babies and seed babies need certain things to help them grow strong and healthy. They need shelter, food, water, sunshine and warmth. Egg and seed babies also need to be cared for in order to grow strong and healthy.

   Tell the children that all babies need a special place to begin their lives. Plants begin life in a seed. Some animals begin life in an egg. A human baby begins its life as a tiny egg in its mother's uterus. Each egg has a unique list of characteristics. This is why there are so many different kinds of babies. No two babies in the world are exactly alike. Not even twins are exactly the same. Each baby is unique and special.

Ask children to think of one thing about themselves that is unique and special (a birthmark, a mole or scar, the color and texture of hair).

Review with children that all babies need some special things to grow healthy and strong—a special place to grow that's safe and warm, food and water. Some babies, like seed babies, need plenty of sunshine to grow. Egg babies prefer their special place (the egg) to be dark and warm. All babies need love and someone to protect and care for them until they are big and strong enough to take care of themselves.

2. Tell children they are going to make a mural. Ask them if they know what a mural is. Explain that a mural is a large picture made up of many smaller pictures. Tell them that they are going to work on a mural with a group of classmates.

   Divide the class into groups of two or three. Choose one of the following options.

   Option 1: Assign a special baby theme to each group. Each group's section of the celebration mural will focus on the special theme. (Themes might be: Babies That Come from an Egg, Babies That Come from a Seed, Special Places Where Babies Grow, Babies Need Love and Care, Babies Grow and Make More Babies, All Babies Are Different)

   Option 2: Let children draw anything they like related to babies on their celebration murals.

   Pass out mural paper, construction paper, magazines, scissors, paints, watercolors, brushes, crayons, mosaic materials and glue. Encourage children to use a variety of materials to make their murals. Tell them that they may draw, paint, write or make mosaics to decorate their celebration murals.

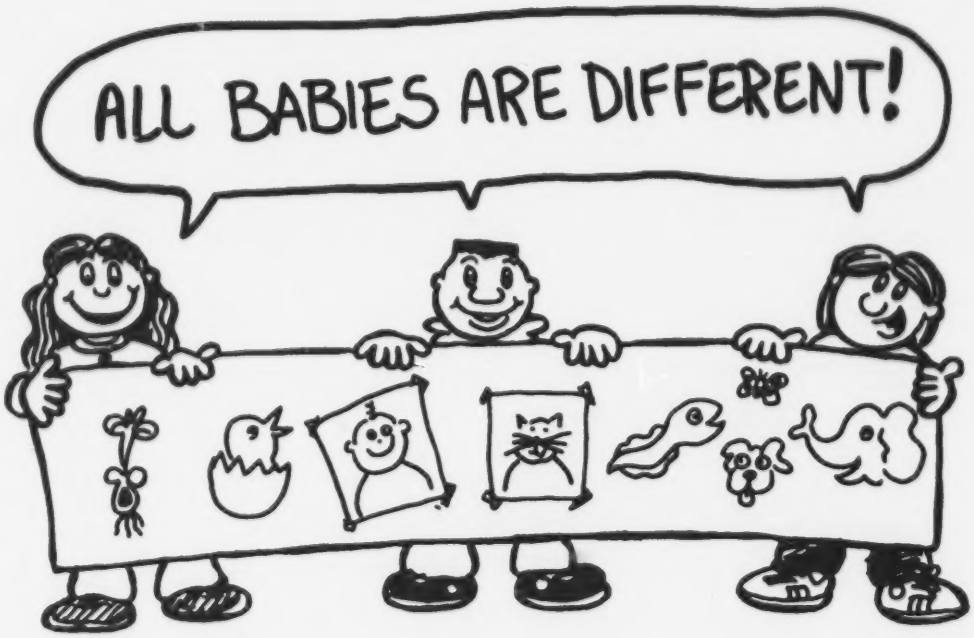
When the murals are finished, carefully tape each piece on the wall to form one big mural for display. Have each group take turns talking about their part of the mural. Invite other classes in the school to view the mural. Have children invite family members and friends to see the mural.

New Words

mural

Where It Fits

health, language arts



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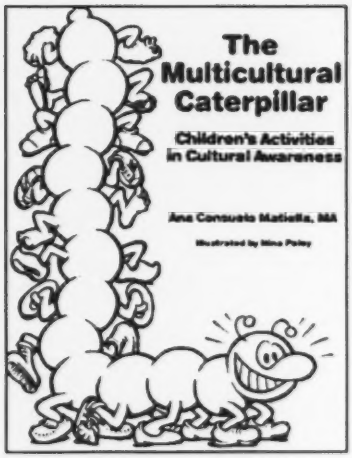

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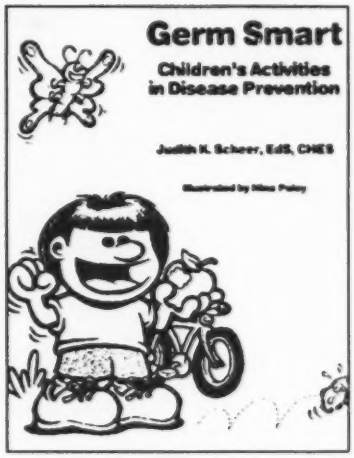

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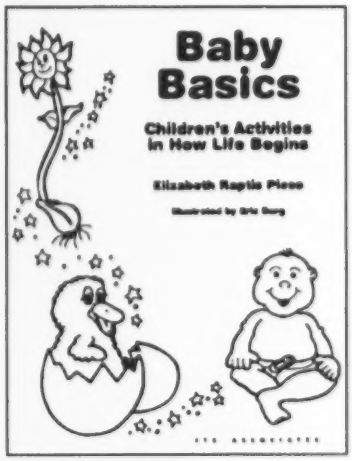

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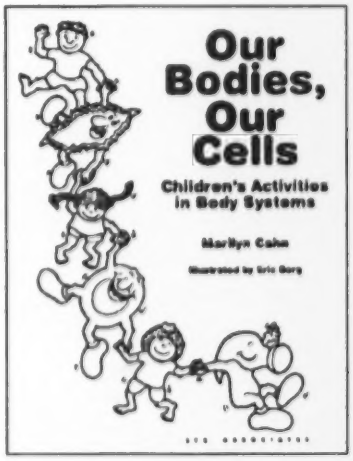

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- babies need special care to grow strong and healthy

Helpful "Where It Fits" sections make it easy to integrate lessons into art, reading, science and other areas of the primary curriculum.

Baby Basics is part of the "Children's Activity Series," which promotes awareness about health, family life and cultural diversity for children in kindergarten through third grade. These supplemental teaching resources provide a variety of concrete, visual activities to help make difficult concepts easy to teach and easy for children to grasp. Other titles in the series include: *The Multicultural Caterpillar; You and Me Tobacco Free; We Are a Family; Germ Smart; Our Bodies, Our Cells; Safety Is No Accident; Masterpiece Me;* and *Caring, Sharing and Getting Along.*

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